

Bessie Carmichael Elementary School

55 Sherman Street, San Francisco, CA 94103, Phone (415) 241-6294

Ms. Amy Talisman, Principal

1990-1991 School Accountability Report Card

San Francisco Unified School District

Fall, 1990

District Mission

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

Goals In order to achieve this mission, the Board of Education has adopted the following goals: 1. To improve teaching and learning to enhance student achievement. 2. To improve staff, parent and community participation in the educational process. 3. To maintain school environments that are safe, secure and attractive. 4. To achieve a school district that is fully integrated in all its programs and activities and provides equal opportunity for all students.

Objectives and Site Plans For each goal there are a number of measurable objectives. In order to achieve each goal, schools will develop, implement, and evaluate plans:

- to insure that every counselor will meet with his or her counselees at least once every school year. (Secondary schools only)
- to insure that its 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested.
- to reduce the percentage of its students which score two years below the Grade Equivalency on the Total Battery Score compared to the percentage of students in the same category on the 1990-91 CTBS.
- to insure that the 1990-91 average growth in grade equivalency for each ethnic group will be the same or higher than the 1989-90 average growth.
- to increase 1990-91 in-class attendance over the 1989-90 level. (Secondary schools only)
- to reduce its 1990-91 dropout rate from its 1989-90 level.
- together with parent leaders from established site committees and organizations to increase parent participation during the 1990-91 school year.
- which provide interventions which result in the reduction of the number of suspensions and expulsions.
- to improve the appearance of the school site.
- to insure that when filling staff vacancies, each school and department shall give attention to the goal of making the ethnic diversity of staff reflective of the ethnic makeup of the student population.

Philosophical Tenets In order to achieve these objectives, the Board has adopted a set of philosophical tenets. For a copy of the philosophical school tenets see the 1989-90 School Accountability Report Card or the Student Handbook.

School Description

Bessie Carmichael Elementary School, in the changing South of Market area of San Francisco, is rich in cultural diversity. It has an environment which fosters academic achievement and healthy development of individual self-esteem.

There is a special focus on language development within an integrated curriculum including science, the arts, and story telling activities. A partnership with the law firm of

Morrison & Foerster gives support to our programs by publishing a newspaper and tutoring students in the classroom and after school.

Of special significance to our school program is the strong commitment of our parent, community and corporate volunteers.

Grade Span:	K-5	Student Enrollment:	343	LEP/NEP*:	42.9%
Building (sq.ft.):	25,400	Average Daily Attendance:	99.2%	Special Education:	8.5%
Yr of Construction:	1955	Optional Enrollment Requests:	19.8%	EDY**:	40.8%

449-11/1/90 by ICC

*LEP/NEP: Limited English Proficient or Non English Proficient
**EDY: Educationally Disadvantaged Youth

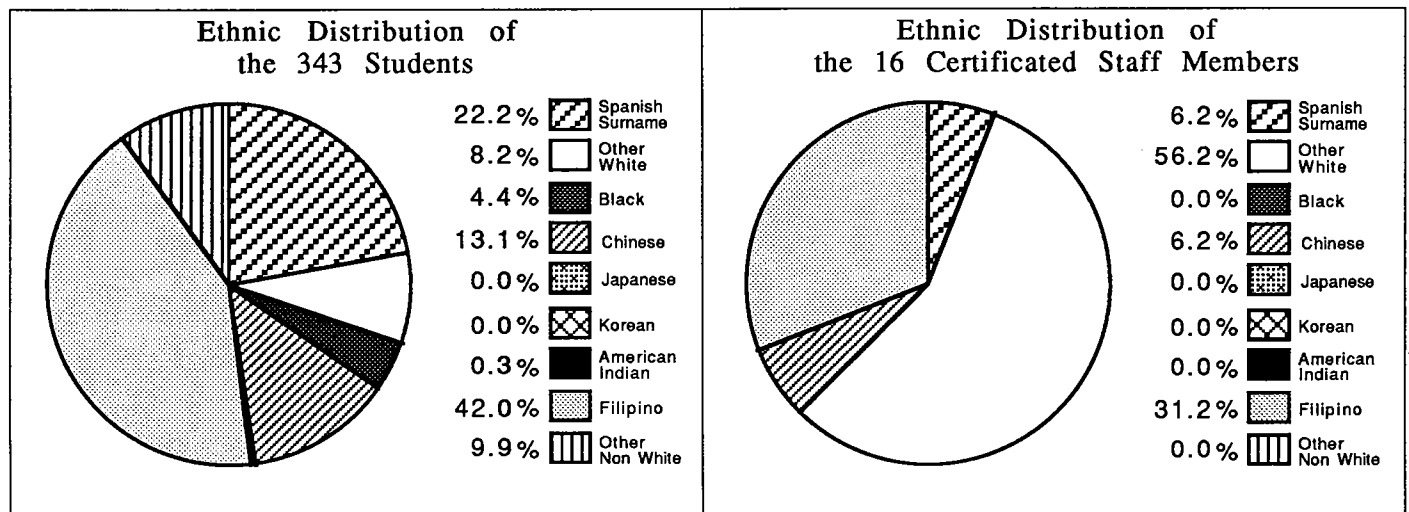
Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Support services include a speech therapist, 2 resource teachers, a RSP teacher, 40 classroom volunteers from Morrison & Foerster, 20 parent volunteers, Tender Lion Family Program services, tutorial program, and language lab. Staff, volunteers, parents and peers can assist with counseling in most languages. Education programs on such topics as substance abuse, health education, and communication skills are provided by various community resources.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1989-90 was 98.9% and the dropout rate was 1.6%. At Carmichael, attendance for the year was 99.2%, excused absences were 5.0%, unexcused absences were 0.8% and the dropout rate was 1.6%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Our positive school climate fosters good attendance with daily parent contacts for absences, monthly awards, constant praise and use of drop-out intervention strategies and services.

School Data



Teacher Assignment

Out of 3,739 teachers in the District, only 13 are teaching out of their credentialed areas. At Carmichael, all teachers are teaching in the areas in which they are credentialed. All 17 teachers are credentialed for elementary, 8 have or are working toward Bilingual/Bicultural credentials, 12 have a Language Development Designation. 40% of the teaching staff has advanced degrees.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.4	28	26.7	25.0
1	26.0	24	26.4	25.3
2	26.0	24	26.0	25.0
3	30.0	25	27.3	27.0
4	32.4	30	28.8	26.5
5	32.4	30	28.5	30.0

Teacher, Staff Training, and Curriculum Improvement Programs

As part of the District's Development Plan, the Department of Instructional Improvement and Staff Development provides professional development opportunities to enable new and experienced teachers to implement the District's core curriculum for all students, to update subject area expertise, and to acquire new instructional strategies. The staff routinely participates in staff development activities.

Staff development this year focused on language arts, language development, cooperative learning, science and mathematics. Several teachers attended conferences on a variety of educational topics.

Frequent collaboration and sharing of information and materials occur at Bessie Carmichael School.

Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated every year. Tenured teachers are evaluated every other year.

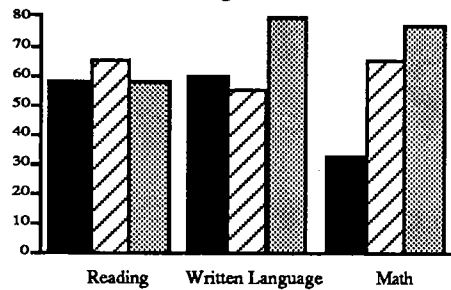
The evaluation processes are consistent with contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Carmichael, no students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: We promote good behavior and enhance self-esteem through daily and monthly awards, Student of the Month, noontime organized games, modified assertive discipline, and frequent parent contacts.

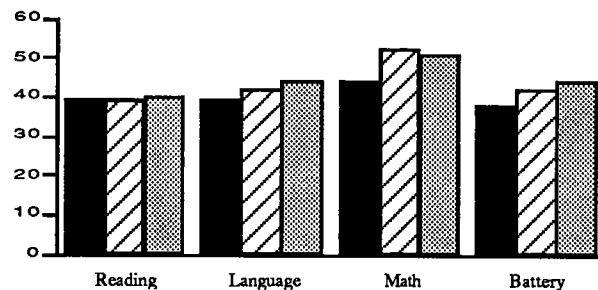
Student Achievement

CAP Scores - 3rd Grade
(Relative Ranking)



■ 87-88
▨ 88-89
▩ 89-90

CTBS (Combined [K-5] Normal Curve Equivalents)



LEP/NEP = 42.9% Special Education = 8.5% EDY = 40.8% GATE & High Potential = 3.5%

The California Assessment Program (CAP) is a state mandated annual test which measures how well students as a group are mastering the State Curriculum at different grade levels. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards. The students at Bessie Carmichael School have shown steady growth on the CAP and CTBS. We credit this growth to a staff which employs a variety of teaching methods with frequent evaluation of student progress. The positive school environment promotes learning.

A wealth of volunteers allows us to provide more individual instruction. An after school tutorial program gives assistance to students with special needs.

Frequent teacher-parent contacts keep parents informed of their child's progress.

Quality of School Instruction and Leadership

Bessie Carmichael School is implementing its language arts program with an emphasis on integrating the curriculum. The availability of bilingual teachers, paraprofessionals and language development teachers provides all students equal access to all areas of the curriculum. Computer education is provided for all students.

An active and enthusiastic Faculty/Staff Council is in the beginning stages of site-based decision making. Successful models are being studied.

Teachers routinely serve on school and district committees to develop curriculum, improve instruction and plan staff development based on assessed needs.

Expenditures and Services Offered

In 1990-91, the District has allocated \$784,235 at Carmichael from the general fund. Additionally, the District is supervising the expenditure of \$309,030 in special grant funds for a total of \$1,093,265 to operate the school for a year. This works out to \$3,187 per student per year.

In the District, the starting salary for teachers is \$31,767, the mid-range is \$50,821 and the highest is \$57,320. At the elementary school level, the average salary for principals is \$72,162. The superintendent's salary is \$132,130 (all salaries include benefits). Districtwide, 61.6% of the general fund goes to teachers' salaries/benefits and 6.2% goes to administrative salaries/benefits.

Substitute Teachers

During the Spring of the 1989-90 school year, the Carmichael teacher attendance rate was 93.4%. Substitute teachers covered 100.0% of the absences.

Textbooks and Instructional Materials

Each subject area of the core curriculum is revised on a seven year cycle with the development of a district curriculum guide and the adoption of a textbook program. The curriculum cycle also includes staff training, program implementation, and program monitoring activities.

School Site Textbook/Material Allocations

For the past school year (1989-90), the amount of State and District funds allocated for each student was \$11 for Elementary Schools, \$8 for Middle Schools, and \$21 for High Schools. The allocated amount is determined in November of each year. Materials are selected based on assessed student need and curriculum focus. A variety of instructional materials have been purchased to facilitate implementation of the integrated literature-based curriculum, to enhance our language arts for LEP students, to enrich our mathematics curriculum, and to assist and challenge special needs students (LEP, RSP, GATE, Ch. I).

School Facilities and Safety

Recent Improvements:

Night security guard, door viewers, roof patched, new telephone and intercom system, exterior painting, hazardous trees topped, fire repair, many additional library books.

Planned Improvements:

Reconstruction for this site has been postponed.
Currently, two roofs are being repaired.

Needed Improvements:

Lights, heat, plumbing, remodel and paint bathrooms, porch floors, resurface yard, play structure, phys. fitness equipment, computer lab, interior painting, cabinets, shelving, storage, kitchen equip. repair, on-going maintenance, dry rot removal, tree pruning.

Parent Involvement

Bessie Carmichael School is proud of its 65+ volunteers helping our students and school weekly. Corporate (Morrison & Foerster), parent and community volunteer participation includes: classroom and after school tutorial; field trips; equipment repair; displays; clerical; etc. Parents visit the school frequently. Monthly parent meetings, parent conferences, Open House, and Council meetings are well attended.

Monthly parent meetings offer parent education on topics relating to student educational, social and health needs. Parents participate on the SAC/BAC/SSC as decision-makers in all matters relating to our school plan.

Si Ud. necesita información en español acerca de este documento, llame a la escuela para obtener las fechas en las cuales habrán reuniones en español.

Pakisuyong tumawag sa paaralan para sa mga petsa ng mga pulong tungkol sa pagpapaliwanag ng mga dukumentong ito sa Pilipino.

Xin gọi điện thoại cho nhà trường để biết ngày hướng dẫn và các nghĩa vụ tài liệu này bằng tiếng Việt.

請打電話向學校詢問有關訓練程序日期之中文說明文件。

If you need any further information about our school or if you wish to ask anything about this report card, please feel free to call us. We will be happy to help you in any way we can.

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